# GTO STEP 2
# GOALS AND OUTCOMES

What are your goals and outcomes related to preventing sexual violence and/or intimate partner violence in your community or state?

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At the end of Step 1, your Needs and Resources Work Group developed a Needs and Resources Report, reviewed this report with the entire GTO Planning Team, and revised the report as appropriate. Ideally, your GTO Planning Team adopted the Needs and Resources Report developed by the Needs and Resources Work Group.  Building on the work of Step 1, Step 2 focuses on developing and prioritizing Goals and Outcome Statements based on the information in the Needs and Resources Report.

### What are Goals and Outcome Statements?

Have you ever finished implementing a program or strategy and been left wondering "what difference did it make"? Or have you ever worked on a project while feeling uncertain about what the project was really trying to accomplish? By developing goals and outcome statements, your GTO Planning Team will be able define the differences you want to make and what you are trying to accomplish to prevent IPV and/or SV in your community or state.

In Step 1, your GTO Planning Team was encouraged to develop a vision statement. **Goals**[1] and **outcome statements** are different than vision statements. While a vision statement represents your GTO Planning Team's dream of what a community or state would look like if it was free of SV and/or IPV, goals reflect attainable and ambitious change that you believe your state or community can actually accomplish and outcome statements (also known as outcome objectives) are specific, measurable statements that let you know when you have reached your goals.  Outcome statements describe who/what will change, by how much, by when, and how the change will be measured.

The Needs and Resources Report completed in Step 1 is the foundation upon which your GTO Planning team will develop its Goals and Outcome Statements.  Ideally, the goals and outcome statements your GTO Planning Team develops in GTO Step 2 should promote the **primary prevention** of IPV and/or SV within both universal and selected populations and strengthen the **prevention system capacity** to address IPV and/or SV within your state or community.

In Step 2, goals will describe the changes you want to see in your community or state as a result of your selected primary prevention strategies and additional prevention system capacity building efforts. Outcome statements will describe how you will measure your progress toward reaching these goals. Goals and outcome statements related to the primary prevention of SV and/or IPV should promote *social justice* by describing a change in groups of people (e.g., knowledge, attitudes, behaviors), or in the environment (e.g., policies, settings, norms) that are linked to the reduction of SV and/or IPV. Goals and outcome statements designed to address the needs of **universal** and **selected populations** will focus on reducing **risk factors** and promoting **protective factors** associated with IPV and/or SV across multiple levels of the **social ecology**. Goals and outcome statements related to **prevention system capacity** building efforts should describe changes in policies, but go on further to define changes in organizational capacity (structures, processes, resources, collaborations, and

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[1] All terms in bold are defined in the glossary.

motivation) and/or broader system capacity elements to prevent IPV and/or SV at the state or community level. Goals and outcome statements designed to increase prevention system capacity will focus on improving your state's or community's ability to plan, implement, and evaluate primary prevention strategies to reduce IPV and/or SV.

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**Sample Vision Statement**

*Sexual respect will be a foundation of our community's culture leading to the elimination of all forms of sexual violence.*

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| | **Sample Goal** |
|---|---|
| Universal Population | *To reduce social norms within this state that are supportive of male superiority and sexual entitlement.* |
| | **Sample Outcome Statement** |
| | *Within 5 years, social norms within our state that are supportive of male superiority and sexual entitlement will decrease by 20% as measured by the Attitudes Toward Rape Questionnaire when administered to a representative population of men and women between the ages of 18 and 35. [2]* |
| Selected Population | **Sample Goal** |
| | *To reduce peer support for sexual aggression among men on a college campus.* |
| | **Sample Outcome Statement** |
| | *At the end of the 2008-2009 academic year, 50% of men attending this college will report 15% less peer support for sexual aggression against women as compared to the beginning of the 2008-2009 academic year, based on surveys administered to a representative sample of men taken at the beginning and the end of the academic year. [3]* |
| Prevention System Capacity | **Sample Goal** |
| | *To increase the quality and quantity of population-based data collected on sexual violence perpetration.* |
| | **Sample Outcome Statement** |
| | *Within 5 years, our state health department will administer with the BRFSS a module that assesses perpetration of sexual violence.* |

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[2] The final method for assessing change as noted in outcome statements may change when Outcome Evaluation plans and strategies are developed in GTO Step 8. During GTO Step 2, the emphasis is on GTO Planning Teams developing their best 'guesstimate' of how they will measure change.

[3] Changes measured by pre and post tests are not necessarily a result of a particular program or strategy. More information on pre and post tests and other evaluation designs will be presented in GTO Step 8, Outcome Evaluation.

## Why are Goals and Outcome Statements Important?

Researchers who have studied prevention efforts have found that successful primary prevention and health promotion programs tend to have clearly defined their purpose and goals (Berryhill & Prinz, 2003; Bond & Hauf, 2004). Goals are important because they set the overall direction of your strategies or activities. Goals define what it is that you want to accomplish with your prevention plan and they provide the foundation upon which you will choose your prevention strategies in GTO Step 3.

Strong goal statements are directly related to the needs and resources of your community or state as described in your Needs and Resources Report. By developing goals derived from your Needs and Resoureces Report, you will be facilitating greater *social justice* in your community or state, building on the *community knowledge* that led you to identify the needs in your community or state, and supporting broader *inclusion* and *community ownership* of the goals and, ultimately, the strategies developed to address those goals.

Goals are also important because they help you explain to others what you want to accomplish with your plan. When you have opportunities to describe your work to funders, the media, other organizations, and community members, it is very handy to have concise and well-written goals that you can easily share. Additionally, these goals have more credibility when they have been developed through a process that has been *inclusive*, emphasized *community knowledge*, and promoted *accountability*.

Outcome statements are important because they let you know when you have reached your goals. Put another way, they let you know when it is time to celebrate your successes! Creating well-defined outcome statements requires you to describe what will change and what you are accountable for to your stakeholders and to your funders. For this reason, it is very important that you develop realistic and measurable outcomes that directly address the needs/problems in your community or state.

Strong outcome statements will make it much easier to evaluate your program when you get to GTO Step 8 and help you be accountable to what you are trying to accomplish. An effective evaluation is determined, in large part, by the quality of outcomes statements. So by taking the time to write strong outcome statements now with an understanding that they may be modified as your gain new insights in Steps 3-8,your GTO Planning Team will have a strong foundation upon which to build your evaluation plan.

# Applying the Empowerment Evaluation Principles When Writing Goals and Outcome Statements

The Empowerment Evaluation principles of community ownership, social justice, inclusion, and democratic participation are particularly important when writing goals and outcome statements.

| EE Principle | How the principle is applied to writing goals and outcome statements: |
|---|---|
| *Community Ownership* | Community ownership is promoted when your GTO Planning Team members choose the goals that they want to pursue. Community ownership is particularly important when writing goals because goals set the direction of the rest of your plan. If your stakeholders don't feel connected or invested in your goals, they are less likely to be fully engaged in the rest of the planning and implementation process. Inclusion and democratic participation are key factors in promoting community ownership. |
| *Inclusion* | Community ownership of your group's goals is best achieved when you have true representation of your community on your GTO Planning Team. Work to move beyond tokenism to develop a truly inclusive planning team. Goal setting should be done in a way that involves your whole planning team, not just a select few. Inclusion is an on-going process that should continue to develop and become stronger throughout your planning process. |
| *Democratic Participation* | Inclusion by itself is not enough to achieve community ownership and to fully utilize community knowledge. The voice of every member of your GTO Planning Team needs to shared, heard, and valued. Your entire planning team should have meaningful input on the goals, not just passive endorsement of goals selected by a small group of people. |
| *Social Justice* | The principle of social justice asks us to reduce health disparities between population groups by creating changes in institutions and systems that maintain those disparities. Goals and outcomes that aim to address needs of selected populations promote social justice by attempting to reduce the burden of IPV and/or SV in population groups that experience more IPV and/or SV and have more risk factors and fewer protective factors associated with IPV and/or SV. |

**Developing and Prioritizing Goal Statements for Sexual Violence and/or Intimate Partner Violence Prevention**

To be consistent with the EE principles of *inclusion, democratic participation and community ownership*, goals should be developed and prioritized through a collaborative group process that involves your full GTO Planning Team. This is important so that all members of your team have a shared understanding of what you are trying to accomplish. In addition, collaboration fosters strong stakeholder buy-in, relevancy, and sustainability. An *inclusive* process demonstrates that you value and respect *community knowledge*.

In developing your goals, your GTO Planning Team may want to review the Needs and Resources Report together for the purpose of brainstorming the changes you would like to pursue. You may need to devote one (or more) full GTO Planning Team meeting(s) solely to a goal brainstorming exercise. Make as many copies as you need of the blank worksheets in this manual before you start working so that you can use them over again and/or easily make changes to your plan along the way. Use flip charts or dry erase boards to record ideas of the group. Brainstorming tools are included on pages 14-16.

Be sure that your group process accommodates the various personalities and communication styles of the members of your GTO Planning Team. For example, some members may be vocal in a large group setting, while others may need smaller working groups or time to write down their ideas before expressing them to a larger group.

As you brainstorm, you will need to:
*   Be *inclusive* and *democratic* in your brainstorming process.
*   Focus on primary prevention.
*   Address the needs of universal and selected populations and the prevention system capacity as described in the Needs and Resources Report
*   Consider changes at multiple levels of the social ecology.
*   Develop goals that describe changes, not activities.

### How to be *Inclusive* and *Democratic* When Developing Goals

One simple way to ensure that your goal writing process is *inclusive* and *democratic* is to include your entire GTO Planning Team in the goal brainstorming and prioritizing process. If it is not feasible for the entire GTO Planning Team to meet together to develop goals (for example, if your team is very large or if your meeting time is limited), you may want to consider other approaches, such as breaking the team into smaller groups for brainstorming, and then bringing the group together to review and prioritize the goals identified. Whatever process you choose, every member of your GTO Planning Team should have the opportunity to provide input on the goals and should eventually be willing to adopt the goals that are developed and adopted by the whole group.

It is also important to include members of the broader community in the developing and prioritizing goal statements. Think about whether your GTO Planning Team is representative of the broader community or state, and particularly how members of various populations are represented within your GTO Planning Team. If your planning team is not already representative of your broader community or state, you should consider other ways to include community representatives in your process to develop and prioritize goals. One way to do this is to hold meetings or focus groups with key leaders and community members who represent groups who are not at the table. One key activity for such meetings and focus groups is to review the Needs and Resources Report developed in Step 1. In practicing the *inclusion* principle in Step 2, the objective is not to redo the Needs and Resources Report, but to use it and additional information to develop and prioritize goals.  Keep in mind that you are not just gathering information from these individuals; you are also building relationships with them and laying the groundwork for future involvement in the GTO planning process. This is an opportunity for them to learn about the planning process and the Needs and Resources Report, and for the GTO Planning Team to show that the involvement of these groups in this process is valued and respected.

It is important to determine in advance how the input received from community members outside of your GTO Planning Team will be used and to clearly communicate that process with community members who provide input. After your goals are developed, prioritized, and adopted by your whole GTO Planning Team, inform the larger community of what the goals are, how they were informed by the Needs and Resources Report, and how they were developed and prioritized.

In a manual titled *Community Development and Sexual Violence Prevention*, Gayle Stringer discusses in greater depth the importance of building partnerships and basing planning decisions (such as goals) on *community knowledge* to effectively prevent sexual violence. The ideas and concepts in the manual are also applicable to intimate partner violence prevention. You will find a web address at the end of this chapter to locate this manual.

**Focus on Primary Prevention**

Goals for primary prevention focus on preventing first-time perpetration or first-time victimization of SV and/or IPV. In other words, primary prevention stops violence before it occurs for the first time. Each goal presented in this Step either increases a known protective factor that is associated with lower rates of IPV and/or SV, decreases a known risk factor that is associated with higher rates of SV and/or IPV, or increases prevention system capacity.

Achieving any one goal should not be expected to result in lower rates of IPV and/or SV. Rather, it is the pursuit of multiple complimentary goals, strategically selected to address the needs and problems in your community or state that is ultimately expected to reduce IPV and/or SV over time.

Goals related to prevention system capacity are important and necessary to successful primary prevention as they are designed to increase community and state capacity to plan, implement, and evaluate primary prevention strategies to reduce IPV and/or SV. For example, goals designed to improve data collection about perpetration are critical to identifying populations at higher risk of perpetration, risk factors associated with perpetration, and to developing effective strategies for primary prevention.

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**Address the Needs of Universal and Selected Populations and the Prevention System Capacity as Described in the Needs and Resources Report**

Your brainstorming should flow directly from your Needs and Resources Report that was developed in Step 1. In other words, you should emphasize goals that address the needs and take into consideration the resources you identified in GTO Step 1. Doing this ensures that your goals will build on the *community knowledge* that went into identifying the needs that are unique to your community or state, and it demonstrates accountability by doing what is important and relevant within your community or state.

In terms of needs, your GTO Planning Team may want to develop goals for universal and selected populations as well as for building prevention system capacity. The number of goals that you select for various populations and the prevention system will most likely require a balancing of the capacity of the community or state with the principles of *social justice* and *inclusion.*

**Consider Changes at Multiple Levels of the Social Ecology**

A comprehensive prevention plan should include goals across multiple levels of the social ecology. When brainstorming, you should consider changes you could pursue at each level of the social ecology. You could potentially pursue goals at the individual, relationship, community, or societal levels. This does not mean that you need to try to identify a goal at each level of the social ecology for every need identified by your GTO Planning Team. Many needs focus on a single level of social ecology, and in some cases it makes the most sense to develop goals related to the same level of the social ecology. However, some needs can be addressed at more than one level of the social ecology. Some examples of needs and the related goals at multiple levels of the social ecology are provided below.

As you develop goals, consider what risk and protective factors could be addressed at each level of the social ecology. At the individual level, you can change attitudes, knowledge, skills, or behaviors. At the relationship level, you can change how two or more people relate to one another, such as the relationships between partners in a relationship, parents and their children, and/or teachers and their students. At the community level, you can change local social norms, the policies and practices of local organizations or government, school climate, or organizational capacity. At the societal level, you can change state level policies and sanctions against IPV and/or SV, or social norms supportive of these types of violence.

| Need | Related Goals at Two Levels of the Social Ecology | |
| --- | --- | --- |
| | **Individual Level Goal** | **Community Level Goal** |
| *A local middle school reports high levels of sexual harassment and bullying* | To decrease the percentage of students who engage in sexual harassment and bullying at the school. | To implement school policies that require teachers and other school personnel to be trained in how to interact with students in ways that promote gender equity and respect. |
| | **Community Level Goal** | **Societal Level Goal** |
| *Our state has a general tolerance of sexual assault.* | To decrease social norms that promote a general tolerance of sexual assault within our state. | To enact a state law that requires movie theaters warn their patrons of movies with content that involves sexual harassment and other forms of sexual violence. |
| | **Individual Level Goal** | **Relationship Level Goal** |
| *Men on college campus with the highest rate of sexual violence in our state reported high levels of peer support for sexual aggression according to surveys and focus groups.* | To change individual male students' attitudes supportive of sexual aggression. | To decrease peer support for sexual aggression on the college campus. |

**Goals Focus on Change, Not Activities**

A common mistake when writing goals is to describe a program activity or strategy instead of the knowledge, attitude or behavior change that is to result from that activity or strategy. For example, a weak goal statement would be "To implement a social norms campaign". This statement describes the activity to be implemented, but does not describe how the community exposed to the social norms campaign is expected to change as a result of the campaign. If you are thinking about doing a social norms campaign, a more appropriate goal statement would be "To decrease social norms within our state that support intimate partner violence and sexual violence". In summary, goal statements should define how you want people or the environment to change as a result of your work, rather than the strategy you might use to solve a given problem. Should we include a sentence clarifying outcomes statements describing the "decrease"?

During your brainstorming exercise, if you find that you have described an activity or strategy instead of the kind of change you want to promote, ask yourself what you might hope to see change as a result of implementing the activity or strategy that you are considering. You will select your prevention strategies in GTO Step 3.

| Change-Based Goals (Strong Goals) | Activity-Based Goals (Weak Goals) |
|---|---|
| *To increase bystander intervention behavior among high school males in response to sexist comments made by peers.* | *To implement bystander intervention curriculum in health classes.* |
| *To decrease social norms in our community that support sexual violence.* | *To implement a social marketing campaign in our community about that promotes sexual respect.* |
| *To increase the status of women in our community.* | *To lobby for policies that promote equal pay rates for women and men.* |
| *To increase the accuracy of state level data about perpetration of intimate partner violence and sexual violence.* | *To implement a new state level data tracking system to collect population-based data about perpetration of intimate partner violence and sexual violence.* |

**If you are working at the state level…**

The goals you might pursue at the state level may be different than the typical goals pursued at a local level. Because of the broader scope of state level planning (which addresses the needs of an entire state, not a single community), it usually makes more sense to focus on community and societal level goals, rather than individual and relationship level goals. State level planning teams are also well positioned to address goals related to increasing the prevention system capacity of the state and local communities.

Some examples of state goals at community and societal levels include:

Community level goal:     *To increase resources and assets available to help prevent SV or IPV through broader partnerships.*

*To increase local level prevention capacity in selected regions.*

Societal level goal:     *To decrease social norms within our state that promote a general tolerance of sexual assault.*

*To increase the availability and accuracy of statewide data regarding IPV and/or SV perpetration.*

**Summary of Goal Brainstorming Exercise**

- Establish an agenda for a meeting with your full GTO Planning Team to develop and prioritize goals. Depending on your needs and size of your team, you may need more than one meeting to accomplish this task.
- Each person at the meeting should have reviewed the Needs and Resources Report developed in GTO Step 1. Make as many copies of blank GTO worksheets as you need. Use a flip chart or dry erase board to record ideas of the group.
- Use a process that is *inclusive* and engages all members of your GTO Planning Team.
- Accommodate various personalities and communication styles so that every person's voice is heard.
- Make sure that your goals are consistent with primary prevention.
- Brainstorm goals designed to reduce risk factors and promote protective factors identified in GTO Step 1 or designed to increase prevention system capacity.
- Make sure that your brainstorming includes all four levels of the social ecology. Push yourselves to go beyond the individual level of the social ecology. Think about changes you could pursue at the community and societal levels.
- Attempt to brainstorm goals that can be realistically obtained within 5-8 years (or the period of time you plan will cover).

**Brainstorming Goals for Your *Universal* Population
Worksheet**

**After reviewing the Needs and Resources Report, list the needs/concerns of your universal population as you understand them:**

**List possible goals to address the priority problems of your universal population:**

Individual level changes

Relationship level changes

Community level changes

Societal level changes

**Brainstorming Goals for Your *Selected* Population(s)
Worksheet**

**After reviewing the Needs and Resources Report, list the needs/concerns of your selected population(s) as you understand them:**

**List possible goals to address the priority problems of your selected population(s):**

Individual level changes

Relationship level changes

Community level changes

Societal level changes

**Brainstorming Goals for Your *Prevention System Capacity*
Worksheet**

**After reviewing the Needs and Resources Report, list the needs of your primary
prevention system as you understand them:**

**List possible goals to address the needs of your prevention system:**

Leadership

Strategic Planning

Community Focus

Human Resources

System Operations (Organizations, strategies, programs, and processes)

Information (data collection, analysis, and management)

Results/Outcomes Documented

**Prioritize and Record Your Goals**

After you have finished brainstorming, you will probably have more goals than can feasibly be addressed in your primary prevention plan. You will need to prioritize the goals that you want to pursue in your plan. Prioritizing goals can be a challenging process. You will need to consider how many goals you can feasibly address within 5-8 years, the resources that are available to address the goals, the goals of your existing strategies (so you do not duplicate your current efforts), and the needs of underserved populations and groups.

Universal and Selected Populations:

A first step in prioritizing goals for universal and selected populations is by considering whether or not the goal addresses conditions, risk factors and protective factors that are important and changeable. In terms of importance, think about conditions (i.e. risk factors, protective factors, and prevention system capacity issues) that are most important to the problems of SV and/or IPV.  Selecting goals that address conditions, that are closely related to the problems of IPV and/or SV but are also difficult to change is unlikely to lead to successful prevention outcomes. In terms of changeable, goals need to address conditions that are amenable to *change* (Green & Kreuter, 1991). Selecting goals that address conditions that are easily changeable, but have little relation to the problems of IPV and/or SV are also unlikely to lead to successful prevention outcomes.

A. Assessing if a Goal Addresses a Condition that is Important to IPV and/or SV

When assessing if a goal addresses a condition that is important to IPV and/or SV among Universal or Selected Populations, review your Needs and Resources Report and think about:
1. How many people are affected by the condition addressed by this goal?
2. How strong is the relationship between the condition or risk/protective factor addressed by this goal and SV and/or IPV?

B. Assessing if a Goal Addresses a Condition that is Changeable

Green & Kreuter (1991) suggest that behaviors, whether practiced by universal or selected populations, are harder to change if they are:
1. Deeply rooted in culture or lifestyle
2. Connected to routines or family patterns
3. Have an addictive component (like alcohol or drug use).

SV and/or IPV are extraordinarily complex and challenging problems to prevent, especially after the contributing conditions have already started or are occurring, because these forms of violence are deeply rooted in culture and lifestyle and may also be connected to routines or family patterns. This is all the more reason to do primary prevention, so that these behaviors do not develop in the first place. Promoting positive behaviors at earlier ages may be more changeable than trying to reverse negative behaviors later in life.

Green and Kreuter (1991) also suggested that <u>environmental factors</u> that affect universal and selected populations are more likely to be changeable if they:
- Can be addressed through policy, regulatory, or organizational changes
- Where there is political will to make the necessary changes.

For example, it may be easier to change formal laws and policies related to SV and/or IPV than it is to change other environmental factors such as neighborhood poverty or unemployment. Looking at whether strategies to change the behavior or environmental factor have been successful in the past is one way to gauge the changeability of a goal.

The Developing Goal Statements Worksheet on the following page can be of assistance in developing your goals for universal and selected populations.

# Developing Goals Worksheet – Universal and Selected Populations

*Complete this worksheet for each goal your GTO Planning Team has identified*

| | |
|---|---|
| Goal Statement: | |
| What could change at the individual level to meet this goal? | |
| What could change at the relationship level to meet this goal? | |
| What could change at the community level to meet this goal? | |
| What could change at the societal level to meet this goal? | |

| | | |
|---|---|---|
| Does each goal address a need or problem identified in the Needs and Resources Report? | Yes ☐ | No ☐ |
| Does the goal go beyond focusing on individual level changes? | Yes ☐ | No ☐ |
| Does the goal describe how people or the environment will change? | Yes ☐ | No ☐ |
| Is the goal attainable/realistic? | Yes ☐ | No ☐ |
| Does the goal address a condition that is important? | Yes ☐ | No ☐ |
| Does the goal address a condition that is changeable? | Yes ☐ | No ☐ |

Prevention System Capacity

A first step in prioritizing goals for building the capacity of your prevention system is also to consider whether or not the goal addresses <u>organizational</u> (i.e. structures, processes, resources, willingness/motivation, and activities) or <u>system</u> (i.e. leadership, strategic planning, community focus, human resources, system operations, information, and results/outcomes documented) <u>elements</u> that are <u>important</u> and <u>changeable</u>. In terms of importance, think about organizational or system elements that are most important to building capacity to prevent SV and/or IPV. Specifically, ask 'how significant of a change will meet this goal make in our efforts to prevent first-time perpetration or first-time victimization? For instance, developing financial resources for prevention strategies may be more important than having each staff member, including those in accounting departments, of organizations within the prevention system, understand differences between primary prevention and intervention strategies.

In terms of changeable, goals need to acknowledge the degree to which organizational or system elements are changeable over the short-term and long-term. (Green & Kreuter, 1991). While some goals may not be changeable in the short-term, they may be changeable and important in the long-term. For instance, developing financial resources for prevention strategies may not be very changeable in the short-term of 1-2 years, but very changeable and important in the long-term of 5-8 years.

For prevention system capacity, your GTO Planning Team is encouraged to develop multiple goals for each element of the prevention system and then rank these goals based on importance and changeable. The changeable ranking should address both the changeability of an element as well as the time that might be needed to change an element. Changeability of an element should consider whether or not your GTO Planning Team would have influence on changing an element of the prevention system. For instance, a singular local GTO Planning Team may not have a great deal of influence on state and federal policies that impact the local prevention system.

The Developing Goal Statements Worksheets on the following pages can be of assistance in developing your goals for building the capacity of your primary prevention system in your state or community.

**Developing Goals Worksheet –
Prevention System Capacity
Leadership**

*Complete this worksheet for the Prevention System Leadership goals your GTO Planning Team has identified*

Leadership Goal Statement 1:

| | | |
|---|---|---|
| Does each goal address a need or problem identified in the Needs and Resources Report? | Yes ☐ | No ☐ |
| Does the goal address a prevention system element that is important? | Yes ☐ | No ☐ |
| Does the goal address a prevention system element that is changeable? | Yes ☐ | No ☐ |
| Is the goal attainable/realistic? | Yes ☐ | No ☐ |

Leadership Goal Statement 2:

| | | |
|---|---|---|
| Does each goal address a need or problem identified in the Needs and Resources Report? | Yes ☐ | No ☐ |
| Does the goal address a prevention system element that is important? | Yes ☐ | No ☐ |
| Does the goal address a prevention system element that is changeable? | Yes ☐ | No ☐ |
| Is the goal attainable/realistic? | Yes ☐ | No ☐ |

Leadership Goal Statement 3:

| | | |
|---|---|---|
| Does each goal address a need or problem identified in the Needs and Resources Report? | Yes ☐ | No ☐ |
| Does the goal address a prevention system element that is important? | Yes ☐ | No ☐ |
| Does the goal address a prevention system element that is changeable? | Yes ☐ | No ☐ |
| Is the goal attainable/realistic? | Yes ☐ | No ☐ |

# Developing Goals Worksheet –
## Prevention System Capacity
## Strategic Planning

*Complete this worksheet for the Prevention System Strategic Planning goals your GTO Planning Team has identified*

**Strategic Planning Goal Statement 1:**

| | | |
|---|---|---|
| Does each goal address a need or problem identified in the Needs and Resources Report? | Yes ☐ | No ☐ |
| Does the goal address a prevention system element that is important? | Yes ☐ | No ☐ |
| Does the goal address a prevention system element that is changeable? | Yes ☐ | No ☐ |
| Is the goal attainable/realistic? | Yes ☐ | No ☐ |

**Strategic Planning Goal Statement 2:**

| | | |
|---|---|---|
| Does each goal address a need or problem identified in the Needs and Resources Report? | Yes ☐ | No ☐ |
| Does the goal address a prevention system element that is important? | Yes ☐ | No ☐ |
| Does the goal address a prevention system element that is changeable? | Yes ☐ | No ☐ |
| Is the goal attainable/realistic? | Yes ☐ | No ☐ |

**Strategic Planning Goal Statement 3:**

| | | |
|---|---|---|
| Does each goal address a need or problem identified in the Needs and Resources Report? | Yes ☐ | No ☐ |
| Does the goal address a prevention system element that is important? | Yes ☐ | No ☐ |
| Does the goal address a prevention system element that is changeable? | Yes ☐ | No ☐ |
| Is the goal attainable/realistic? | Yes ☐ | No ☐ |

## Developing Goals Worksheet –
## Prevention System Capacity
## Community Focus

*Complete this worksheet for the Prevention System Community Focus goals your GTO Planning Team has identified*

Community Focus Goal Statement 1:

| | | |
|---|---|---|
| Does each goal address a need or problem identified in the Needs and Resources Report? | Yes ☐ | No ☐ |
| Does the goal address a prevention system element that is important? | Yes ☐ | No ☐ |
| Does the goal address a prevention system element that is changeable? | Yes ☐ | No ☐ |
| Is the goal attainable/realistic? | Yes ☐ | No ☐ |

Community Focus Goal Statement 2:

| | | |
|---|---|---|
| Does each goal address a need or problem identified in the Needs and Resources Report? | Yes ☐ | No ☐ |
| Does the goal address a prevention system element that is important? | Yes ☐ | No ☐ |
| Does the goal address a prevention system element that is changeable? | Yes ☐ | No ☐ |
| Is the goal attainable/realistic? | Yes ☐ | No ☐ |

Community Focus Goal Statement 3:

| | | |
|---|---|---|
| Does each goal address a need or problem identified in the Needs and Resources Report? | Yes ☐ | No ☐ |
| Does the goal address a prevention system element that is important? | Yes ☐ | No ☐ |
| Does the goal address a prevention system element that is changeable? | Yes ☐ | No ☐ |
| Is the goal attainable/realistic? | Yes ☐ | No ☐ |

# Developing Goals Worksheet –
# Prevention System Capacity
# Human Resources

*Complete this worksheet for the Prevention System Human Resources goals your GTO Planning Team has identified*

**Human Resources Goal Statement 1:**

| | | |
|---|---|---|
| Does each goal address a need or problem identified in the Needs and Resources Report? | Yes ☐ | No ☐ |
| Does the goal address a prevention system element that is important? | Yes ☐ | No ☐ |
| Does the goal address a prevention system element that is changeable? | Yes ☐ | No ☐ |
| Is the goal attainable/realistic? | Yes ☐ | No ☐ |

**Human Resources Goal Statement 2:**

| | | |
|---|---|---|
| Does each goal address a need or problem identified in the Needs and Resources Report? | Yes ☐ | No ☐ |
| Does the goal address a prevention system element that is important? | Yes ☐ | No ☐ |
| Does the goal address a prevention system element that is changeable? | Yes ☐ | No ☐ |
| Is the goal attainable/realistic? | Yes ☐ | No ☐ |

**Human Resources Goal Statement 3:**

| | | |
|---|---|---|
| Does each goal address a need or problem identified in the Needs and Resources Report? | Yes ☐ | No ☐ |
| Does the goal address a prevention system element that is important? | Yes ☐ | No ☐ |
| Does the goal address a prevention system element that is changeable? | Yes ☐ | No ☐ |
| Is the goal attainable/realistic? | Yes ☐ | No ☐ |

| **Developing Goals Worksheet –** | | |
|:---:|:---:|:---:|
| **Prevention System Capacity** | | |
| **System Operations** | | |
| (Organizations, Strategies, Programs, and Processes) | | |
| *Complete this worksheet for the Prevention System Operations goals your GTO Planning Team has identified* | | |
| System Operations Goal Statement 1: | | |
| Does each goal address a need or problem identified in the Needs and Resources Report? | Yes ☐ | No ☐ |
| Does the goal address a prevention system element that is important? | Yes ☐ | No ☐ |
| Does the goal address a prevention system element that is changeable? | Yes ☐ | No ☐ |
| Is the goal attainable/realistic? | Yes ☐ | No ☐ |
| | | |
| System Operations Goal Statement 2: | | |
| Does each goal address a need or problem identified in the Needs and Resources Report? | Yes ☐ | No ☐ |
| Does the goal address a prevention system element that is important? | Yes ☐ | No ☐ |
| Does the goal address a prevention system element that is changeable? | Yes ☐ | No ☐ |
| Is the goal attainable/realistic? | Yes ☐ | No ☐ |
| | | |
| Systems Operations Goal Statement 3: | | |
| Does each goal address a need or problem identified in the Needs and Resources Report? | Yes ☐ | No ☐ |
| Does the goal address a prevention system element that is important? | Yes ☐ | No ☐ |
| Does the goal address a prevention system element that is changeable? | Yes ☐ | No ☐ |
| Is the goal attainable/realistic? | Yes ☐ | No ☐ |

| **Developing Goals Worksheet –<br>Prevention System Capacity<br>Information**<br>(Data Collection, Analysis, and Management) | | |
|---|---|---|
| *Complete this worksheet for the Prevention System Information goals your GTO Planning Team has identified* | | |
| Information Goal Statement 1: | | |
| Does each goal address a need or problem identified in the Needs and Resources Report? | Yes ☐ | No ☐ |
| Does the goal address a prevention system element that is important? | Yes ☐ | No ☐ |
| Does the goal address a prevention system element that is changeable? | Yes ☐ | No ☐ |
| Is the goal attainable/realistic? | Yes ☐ | No ☐ |
| | | |
| Information Goal Statement 2: | | |
| Does each goal address a need or problem identified in the Needs and Resources Report? | Yes ☐ | No ☐ |
| Does the goal address a prevention system element that is important? | Yes ☐ | No ☐ |
| Does the goal address a prevention system element that is changeable? | Yes ☐ | No ☐ |
| Is the goal attainable/realistic? | Yes ☐ | No ☐ |
| | | |
| Information Goal Statement 3: | | |
| Does each goal address a need or problem identified in the Needs and Resources Report? | Yes ☐ | No ☐ |
| Does the goal address a prevention system element that is important? | Yes ☐ | No ☐ |
| Does the goal address a prevention system element that is changeable? | Yes ☐ | No ☐ |
| Is the goal attainable/realistic? | Yes ☐ | No ☐ |

| Developing Goals Worksheet – <br> Prevention System Capacity <br> Results/Outcomes | | |
|---|---|---|
| *Complete this worksheet for the Prevention System Results/Outcomes goals your GTO Planning Team has identified* | | |
| Results/Outcomes Goal Statement 1: | | |
| Does each goal address a need or problem identified in the Needs and Resources Report? | Yes ☐ | No ☐ |
| Does the goal address a prevention system element that is important? | Yes ☐ | No ☐ |
| Does the goal address a prevention system element that is changeable? | Yes ☐ | No ☐ |
| Is the goal attainable/realistic? | Yes ☐ | No ☐ |
| | | |
| Results/Outcomes Goal Statement 2: | | |
| Does each goal address a need or problem identified in the Needs and Resources Report? | Yes ☐ | No ☐ |
| Does the goal address a prevention system element that is important? | Yes ☐ | No ☐ |
| Does the goal address a prevention system element that is changeable? | Yes ☐ | No ☐ |
| Is the goal attainable/realistic? | Yes ☐ | No ☐ |
| | | |
| Results/Outcomes Goal Statement 3: | | |
| Does each goal address a need or problem identified in the Needs and Resources Report? | Yes ☐ | No ☐ |
| Does the goal address a prevention system element that is important? | Yes ☐ | No ☐ |
| Does the goal address a prevention system element that is changeable? | Yes ☐ | No ☐ |
| Is the goal attainable/realistic? | Yes ☐ | No ☐ |

## Developing Outcome Statements for Intimate Partner Violence and/or Sexual Violence Prevention

Now that you have prioritized your goals, your GTO Planning Team can develop outcome statements to help you know when you have achieved your goal(s). Outcome statements are more specific than goals.

Another term that is often used instead of outcomes is "objectives". Either term can be used for the same purpose, but GTO uses the term "outcome" as it is less likely to be confused with strategies or activities.

Good outcome statements are specific, measurable and realistic. A well-written and complete outcome statement will usually define the following five elements:
- Who will change (e.g., seventh grade students)
- What will change (e.g., certain risk factors, attitudes, data collection system)
- By how much (e.g., decreased approval of verbal aggression by 10 percent)
- By when (e.g., after 6 months or 1 year)
- How will the change be measured (e.g., a self-report survey, implementation of data collection system)

Almost any outcome statement that describes changes at the individual or relationship should include all five of these elements (e.g., who, what, how much, when, and measurement). However, some of the elements may not always apply to some community or societal level outcome statements. For example, a outcome statement related to policy change may not need describe who will change, or by how much. It is important to think about these five elements when writing any outcome statement, but it is ok if they do not always apply to every outcome statement you write. The worksheet on page 28 can guide your GTO Planning Team through the process of developing outcome statement for their goals.

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The ABCDE Method of Writing Outcome Statements

Some people are familiar with the ABCDE method for writing outcome statements. It is a helpful way to remember the five elements of a strong outcome statement that are presented above.

A—Audience (Who will change?)

B—Behavior (What will change?)

C—Condition (By when?)

D—Degree (By how much?)

E—Evidence (How will the change be measured?)

---

**Defining Who Will Change**

The "who" you define in your outcome statements should be those who you expect to impact with the strategies that you will select in GTO Step 3. Your goal statements may already say something about who you expect to change, but you want to be sure that your outcome statements are very specific about who you want to change.

Individual level changes can only occur among those who directly participate in a particular strategy. If you do not know exactly who the intended participants of your strategy are yet, you can refine your outcome statements as you work through the rest of GTO. For example, you might already know that you want to affect middle school age boys, but after you select your strategies in GTO Step 3, you may be ready to add that "25% of the 8th grade boys attending Great High School who participate in Excellent Curriculum will…".

When you are pursuing changes at the community or societal level, the intended population that you want to reach may be broader, especially when you are addressing your universal population. For example, if you want to reduce negative social norms that promote IPV or SV in your community, you might want to see changes among a sample of residents from your whole community. If you are seeking policy-oriented outcomes, your "who" may be lawmakers. If you are seeking more available and accurate data about IPV and/or SV perpetration, then your "who" might be health departments.

You should not expect that everyone who participates in your chosen strategy will make the changes you are seeking. Therefore, you should estimate the percentage of the participants that you believe will actually achieve your outcome. Do you believe that 50% of the adolescent boys who attend your program will reach your outcome? Is 25% a more realistic estimate? Since we do not yet have proven strategies for preventing SV and IPV yet, it is best to start with a small estimate and increase it later after you have been successful.

| Sample  Outcome Statement with Emphasis on WHO Will Change |
| --- |
| *At the end of the 2008-2009 academic year, **50% of men attending this college** will report 15% less peer support for sexual aggression against women as compared to the beginning of the 2008-2009 academic year, based on surveys administered to a representative sample of men taken at the beginning and the end of the academic year.* |

**Defining What Will Change**

Defining "what" will change is the heart of your outcome statement(s). What will change is guided primarily by your goal statements, which was informed by your Needs and Resources Report. So, if your goal is to decrease perceived peer support for sexual aggression among college males, the "what" you are trying to change is "perceived peer support for sexual aggression".

Sometimes the "what" in your outcome statements will be identical to the "what" in your goal statements. Other times, you might need to be even more specific in your outcome statements than in your goal statements. For example, if your goal is to increase the status of women within your community then you might have several outcome statements that reflect the status of women in more specific ways, such as increased pay equity, increase in percentage of women who are employed, etc.

One way to find the "what" of your outcome statements is to ask, "what would it look like if we reached this goal"? For example, what would it look like if the status of women was higher in our community, or what would need to change in order for the status of women to be higher? Or if you want to improve data sources about perpetration, you might ask "what needs to happen in order to have more available and accurate data about perpetration in our state"?

| Sample Outcome Statement with Emphasis on WHAT Will Change |
| --- |
| *At the end of the 2008-2009 academic year, 50% of men attending this college will report 15% less **peer support for sexual aggression against women** as compared to the beginning of the 2008-2009 academic year, based on surveys administered to a representative sample of men taken at the beginning and the end of the academic year.* |

**Defining How Much Change Will Occur**

You just defined "who" and "what" you want to change. Now you need to estimate how much change you can achieve. The more specific you are about how much change you expect to achieve, the easier it will be to evaluate your success.

Most changes happen gradually and by degree. For example, male peer support for sexual violence against women may decrease only slightly after participation in a teen sexual violence prevention strategy.

When defining how much change you expect to occur, you need a way to measure that change and to know where you are starting from (e.g., a baseline measure). For example, if you want to decrease male peer support for sexual aggression against women by 15% you will need to identify a scale or instrument to use.

The amount of change that you expect to achieve should not be greater than the amount of change that has been achieved by other prevention efforts, unless your strategies are stronger. However, strategies will not be addressed until Step 3. Therefore, at this time your GTO Planning Team can estimate modest changes (e.g., 10%) and be prepared to adjust these estimates during Step 3. Overall, you GTO Planning Team should base your outcome on how much change you feel you can achieve, not by how much change you would ideally like to achieve.

You may have different expectations for how much change will occur within your universal and selected populations. Your selected population(s) is at greater risk of IPV and/or SV than the general population. Therefore, you are likely to expect more change in your selected population than in your universal population because they have more room for change.

Not every outcome has quantitative measures available to assess change. When this is the case, you should not specify a percentage of change that you expect to achieve. Instead, you might focus on what percentage of your participants demonstrates a particular outcome. Other outcomes are all-or-none statements and may not need to include this element. For example, if you want to develop a standardized data collection system regarding perpetration within your state or community, at the end of the project, you will either have or not have a standardized data collection system.

| **Sample  Outcome Statement with Emphasis on HOW MUCH Change Will Occur** |
|---|
| *At the end of the 2008-2009 academic year, 50% of men attending this college will report **15% less** peer support for sexual aggression against women as compared to the beginning of the 2008-2009 academic year, based on surveys administered to a representative sample of men taken at the beginning and the end of the academic year.* |

**Defining by When Change Will Occur**

Now you need to decide when you think your outcome will be achieved. For example, you might expect participants to demonstrate changes after participating in a strategy for at least six months or one year. It is important to allow enough time for a strategy to have an affect.

| Sample Outcome Statement with Emphasis on WHEN Change Will Occur |
|---|
| *At the end of the **2008-2009 academic year**, 50% of men attending this college will report **15% less** peer support for sexual aggression against women as compared to the beginning of the 2008-2009 academic year, based on surveys administered to a representative sample of men taken at the beginning and the end of the academic year.* |

A typical planning process will address a 5-8 year period. Some goals can be achieved in a short time frame, while others may take the full 5-8 year period (or even longer). However, you do not want to wait 5-8 years to find out whether you have reached any of your goals or outcomes. Instead, for some goals that you think will require several years to achieve, you can stagger you develop annual or semi-annual outcomes (see example below). Breaking goals down into manageable shorter-term outcomes can lead to "small wins" that can keep your GTO Planning Team motivated while demonstrating success to your funders. This practice of pursuing small, yet important, changes over time promotes *improvement* and *organizational learning*.

| Goal Statement | Outcome Statements |
|---|---|
| *To increase the quality and quantity of population-based data collected on sexual violence perpetration.* | Within 1 year, state health department officials will support the development of a BRFSS module that assesses perpetration of sexual violence. |
| | Within 2 years, state health department officials will fund research to identify the most appropriate items to include in a BRFSS module that assesses perpetration of sexual violence. |
| | Within 3 years, state health department officials will allow public comment and review of the items to include in a BRFSS module that assesses perpetration of sexual violence. |
| | Within 4 years, state health department officials will pilot test a BRFSS module that assesses perpetration of sexual violence. |
| | Within 5 years, our state health department will administer with the BRFSS a module that assesses perpetration of sexual violence. |

**Defining How Change Will be Measured**

The key component to outcome statements is that they are measurable. Measures are simply tools that help us know when an outcome has been reached. A list of measures of risk and protective factors associated with IPV and SV are included in GTO Step 1 Appendix C. The identification of measurable outcomes is an early step in planning for your evaluation. Methods for measuring outcomes, such as using pre-test and post-test measurements, will be discussed in detail in GTO Step 8 about Outcome Evaluation.

| **Sample Outcome Statement with Emphasis on HOW Change Will be Measured** |
|---|
| *At the end of the 2008-2009 academic year, 50% men attending this college will report 15% less peer support for sexual aggression against women as compared to the beginning of the 2008-2009 academic year, **based on surveys administered to a representative sample of men taken at the beginning and the end of the academic year.*** |

# Outcome Statements Worksheet
## SAMPLE STATEMENTS

Directions: Complete this worksheet for each goal you have already developed. You can write more than one outcome statement for each goal.

Goal:   *To increase the quality and quantity of population-based data collected on sexual violence perpetration.*

| | |
|---|---|
| Who will change? | **Not Applicable** |
| What do you want to change? | **Administration of the BRFSS within our state to include a module on perpetration of sexual violence** |
| How much change is realistic? | **Not Applicable** |
| By when will the change occur? | **Five years** |
| How will you measure the change? | **Administration of a BRFSS with a perpetration module** |

Outcome Statement: *Within 5 years, our state health department will administer with the BRFSS a module that assesses perpetration of sexual violence.*

Who will change?

What do you want to change?

How much change is realistic?

By when will the change occur?

How will you measure the change?

# Outcome Statements Worksheet

Directions: Complete this worksheet for each goal you have already developed. You can write more than one outcome statement for each goal.

Goal:

Who will change?


What do you want to change?

How much change is realistic?

By when will the change occur?

How will you measure the change?

Outcome Statement:

Who will change?


What do you want to change?


How much change is realistic?


By when will the change occur?


How will you measure the change?

## Bringing It All Together: Initial Assessment of Feasibility of Achieving Goals in the Next 5-8 Years

In this section, you draft a timeline of your goals and objectives in order to assess the feasibility of achieving your goals and outcomes in the next 5-8 years and to determine which goals and outcomes might need to precede other goals and outcomes. A timeline is a helpful tool in conducting an initial assessment of the feasibility of achieving these goals in the time specified. Please note that the timeline developed by your GTO Planning Team in this step will probably be modified as they complete Steps 3 through 10. The Timeline Worksheet on page 30 can assist your GTO Planning Team.

In the timeline below, a state GTO Planning Team has identified two goals of that require substantial data collection within the next five years. The first goal relates to the Prevention System Capacity and the second to the Universal Population. The timeline indicates that these goals would be pursued concurrently. Laying out goals on this type of timeline allows the state GTO Planning Team to consider whether or not it has the resources to pursue these two goals concurrently, if they might be duplicative in that the BRFSS module might be able to assess social norms, or if they might need to be staggered in that one might start in year 3 rather than year 1.

| Goal and Outcome Statements<br>Timeline Worksheet<br>SAMPLE | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Goal Statement | Outcome Statement | YEAR | | | | | | | |
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| *Prevention System Capacity Goal: To increase the quality and quantity of population-based data collected on sexual violence perpetration.* | Within 1 year, state health department officials will support the development of a BRFSS module that assesses perpetration of sexual violence. | X | | | | | | | |
| | Within 2 years, state health department officials will fund research to identify the most appropriate items to include in a BRFSS module that assesses perpetration of sexual violence. | | X | | | | | | |
| | Within 3 years, state health department officials will allow public comment and review of the items to include in a BRFSS module that assesses perpetration of sexual violence. | | | X | | | | | |
| | Within 4 years, state health department officials will pilot test a BRFSS module that assesses perpetration of sexual violence. | | | | X | | | | |
| | *Within 5 years, our state health department will administer with the BRFSS a module that assesses perpetration of sexual violence.* | | | | | X | | | |
| *Universal Population Goal: To reduce social norms within this state that are supportive of male superiority and sexual entitlement.* | *Within 5 years, social norms within our state that are supportive of male superiority and sexual entitlement will decrease by 20% as measured by the Attitudes Toward Rape Questionnaire when administered to a representative population of men and women between the ages of 18 and 35.* | X | X | X | X | X | | | |

| Goal and Outcome Statements Timeline Worksheet | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Goal Statement | Outcome Statement | YEAR | | | | | | | | |
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| | | | | | | | | | |
| | | | | | | | | | |
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| | | | | | | | | | |

## How to Apply this Step to Prevention Strategies You are Already Implementing

For those strategies or programs you are already implementing, you can use GTO Step 2 to review the goals and outcome statements that you already have in place. If you do not have written goals and outcome statements for your existing strategies or programs, then you should use GTO Step 2 to write them. In this case you should consider the needs/problems that you want to address, as well as the kind of changes (goals) that your existing strategies/activities are intended to achieve.

If you already have written goal and outcome statements, you should check them for quality. Do they address any of the needs that you identified in your needs and resources assessment? Do they promote primary prevention of IPV and/or SV? Do they meet the standards described in this chapter? For instance, do they describe a change in people or the environment? Are they realistic? Do they address conditions that are important to IPV and/or SV? Do they address conditions that are changeable? Do your outcome statements define who and what will change, by when and by how much? If not, spend some time revising your goals and outcome statements to better clarify where you want to go and to make it easier to evaluate your strategies. This will make it easier for you to evaluate your work and to be accountable.

## Revisiting Your Goals and Outcomes Statements as You Work Through the Rest of GTO

As you work through the remaining steps of GTO, you may make choices or learn more information that further influences or clarifies your goals, outcome statements, and timeline. For example, you might find that there are no known strategies for addressing a particular goal or outcome you selected, or you might want to refine your outcome statements once you decide exactly what strategy you will use. Additionally, resources or additional information may come available in later steps that would influence the timeline developed in this Step. For these reasons, it is important to remain flexible about your goals, outcome statements, and timelines as you continue through other steps of GTO. In this way, GTO is more like a painter's palette, rather than a linear step-by-step process.

Put simply, your goals, outcome statements, and timelines should not be set in stone on your first pass through GTO. You are encouraged to make revisions and changes along the way based on new insights your GTO Planning Team gains from later steps. This leads to *improvement* and *organizational learning*.

## Checklist for Step 2: Goals

Before moving on to GTO Step 3, review your work to see if…

> Your GTO Planning Team used an *inclusive* and *democratic process* to brainstorm and select goals for your primary prevention plan.

Universal and Selected Goals:
> Your goals address a problem or need identified in the Needs and Resources Report.

> Your goals addressed multiple levels of the social ecology.

> Your goals represented change, not activities.

> Your goals are realistic and ambitious.

> Your goals focus on conditions that are changeable and important.

> Each goal statement is paired with at least one outcome statement.

> Each outcome statement describes:
> > Who will change? (when applicable)
> > What will change?
> > By how much? (when applicable)
> > By when?
> > And how the change will be measured?

Prevention System Capacity Goals:
> Your goals address a problem or need identified in the Needs and Resources Report.

> Your goals focus on prevention system elements that are important.

> Your goals focus on prevention system elements that are changeable in the long-term, if not in the short-term.

> Your goals are realistic and attainable.

Overall Feasibility of Goals and Outcomes:
> You have conducted an initial feasibility assessment of achieving your goals and outcomes in the next 5-8 years by plotting your goals and outcomes on a timeline.

## Other Resources for Writing Goals and Outcome Statements

Community Development and Sexual Violence Prevention by Gayle Stringer
This manual discusses the importance of building partnerships and basing decisions on community knowledge to effectively prevent sexual violence.
http://www.vawnet.org/SexualViolence/PreventionAndEducation/Approaches/CommunityBased/CommunityDev.pdf

The Community Toolbox – Vision Statements
The Tool Box provides over 6,000 pages of practical skill-building information on over 250 different topics. This link takes you to a chapter on "Proclaiming Your Dream: Developing Mission and Vision Statements".
http://ctb.ku.edu/tools/en/section_1086.htm

The Community Toolbox – Objectives
This link takes you to a chapter on "Creating Objectives".
http://ctb.ku.edu/tools/EN/section_1087.htm

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